

## To Kill a Mockingbird Essay Ideas:

### GUIDELINES:

- Choose **ONE** of the options below
- **DUE 3/7** by the end of the class period.
- 1000-word essay (as a guideline)
- Typed, Double Spaced
- Preferred Fonts: Times New Roman, Courier New, Calibri or Arial ; 9-12 point size
- Save in Google Drive and submit hard copy in a folder with rubric
- Header in upper right corner with Last Name and page number
- Answer all parts of question for full credit.
- Use proper grammar & mechanics.
- 

→ Create a title page with the following:

Title of Essay  
Full Name  
Due Date  
Class-Hour  
Instructor Name

→ Include the citation of the book at the end of your paper and any other sources consulted, used, or quoted: MLA Style (Hanging Indent)  
Lee, Harper. *To Kill a Mockingbird*. New York: Warner, 1960. Print.

→ CHOICE #1: \_\_\_\_\_ CHOICE #2: \_\_\_\_\_

### Artistic & Essay:

1. Create a sketch and essay explanation of **ONE** of the following:
  - a. A favorite character
  - b. The town of Maycomb, AL
  - c. Boo Radley's House Interior
2. Choose **ONE** dramatic scene from the novel and draft a script using Harper Lee's dialogue. In a response essay, explain the context of the scene. Answer the question why you chose that particular scene. You will **NOT** need to perform this.
3. Prepare a speech by Boo Radley. Imagine what Boo might want to say about the town where he was raised—a subject on which he has been completely silent. Use your imaginations **AND** reference to the novel. You will **NOT** need to perform this.
4. Produce a transcript as if one of the characters of *To Kill a Mockingbird* were on trial. Choose anyone you like whom you think is guilty of a crime. Write the dialogue as if you were the stenographer including characters who testify. Discuss in a brief response why you chose this character and what made you lead to the conclusion you did.
5. Research and explore the historical period of the 1930s by creating flyer/poster that provides in-depth information on what is happening in **ONE** the following artistic communities: music and jazz, theater, visual arts, photography, and/or dance. In a response paper, include what you chose, and how it is represented in the novel, why you chose it, what the poster represents, and what you found in your research. Answer the question: would you want to live in the 1930s? Why or why not?

In an essay only, respond to **ONE** of the following prompts:

6. What are the different views of reading portrayed by Scout, Jem, and Atticus? How is reading linked to morality for each of these characters? Which view does the author advocate?
7. Lee writes of the Ewell property that “against the fence, in a line, were six chipped-enamel slop jars holding brilliant red geraniums, cared for as tenderly as if they belonged to Miss Maudie Atkinson” (pp. 170-171). What do the flowers tell us about their keeper, Mayella Ewell? Are the geraniums a symbol? If so, why, and if not, why not?
8. A true gift is, in one sense, an unexpected blessing bestowed by a person—or even, perhaps, by fate. Some of them may be objects, while some may be things that cannot be seen but are no less important. Early in the novel, the children find a mysterious shiny package in the knothole of a live oak tree (p. 34). What gifts are given in *To Kill a Mockingbird*? Why might they be important to the unfolding of the story?
9. The Radley place undergoes a change in the course of the novel. At the beginning, we are told, “Inside the house lived a malevolent phantom” (p. 8). By the end, Scout fearlessly walks Boo up to his front porch. What change has taken place in Scout that allows her to walk with Boo?
10. Maudie Atkinson says, “Atticus Finch was the dearest shot in Maycomb County in his time” (p. 98). What lessons do the Finch children learn from the incident with the mad dog? Explain in detail, indicating how they change their understanding of their father. Is the mad-dog a symbol of some Maycomb citizens?
11. What does the visit to the Negro church teach Scout and Jem about black people in Maycomb? How is their culture different from the culture of white people the children know? How are the two connected?
12. At the novel's end, Scout says of Boo Radley, “...neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad” (p. 278). Is Scout right, that they gave nothing in return? Does this comment come from the adult-Scout narrator or the child-Scout narrator?

## Eng II - To Kill a Mockingbird Essay - Rubric

Name \_\_\_\_\_

Write for the choice you made on the reverse side of this rubric. Follow those guidelines as well as the 4s below. Include all aspects of your assignment and indicate which one by writing the bolded/underlined word in that choice below. These are DUE **March 7, 2017**.

	/40				%
CHOICE:					
Criteria & Point Allotment	Incomplete 0	Poor 1	Fair 2	Average 3	Excellent 4
<b>Time Management</b>	None, Not included	Sat in class, talked instead of working, written 10 min before class	Written the night before, thrown together, minimal class time used	Some class time used, effort was there but not fully productive	Used time wisely, productive, thought and time put into it
<b>Organization</b>	None, Not included	choppy, random, no order of events	off topic, but research is evident	small digressions, one part is out of order	Flows like water, fluid, paragraphs established, criteria from GLs met
<b>Creativity &amp; Interest-value</b>	None, Not included	I'm glad that's over	Only one part captivates	Slow start; good finish -OR- Vice versa	Leaves the reader/audience wanting more throughout and satisfies the reader's need for an ending
<b>Mechanics</b>	None, Not included	No punctuation, capitalization, many run-ons and fragments	Many errors in punctuation, capitalization, and sentence structure	Some misspelling, some punctuation, capitalization, and sentence structure errors	Correct spelling, punctuation, capitalization; Variety of sentence structure used; good vocabulary and appropriate word choice
<b>Format</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Proper font and size (9-12 pt) used; double spaced; 1000 words; one-inch margins; Title Page with name, due date, class and hou, Headers on subsequent pages with page number
<b>Research/ Citations</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Works cited done properly, in text citations included and appropriate to information presented
<b>Demonstrates Knowledge</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Evidence of thought put into assignment; outside-the-box thinking; clarity of reading; original work with original thoughts drawn from in-class discussion
<b>Guidelines Followed</b>	NONE; Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	All guidelines of chosen project followed, including citations and research
<b>Content from TKAM</b>	NONE; Not included	Very minutely related to topic; irrelevant	somewhat related	mostly related	Information present is rich in detail from <i>Night</i> and evidence from sources; incorporates key ideas and themes from the time period
<b>Overall Product &amp; Appearance</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Turned in folder on drive and in tray with THIS RUBRIC; neat, clean, crisp copy; questions addressed; overall presented well
<b>Total Points: Add up columns</b>					

Comments: